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Part one deals specifically with two questions: Why individualize reading? and How do we start? In seeking to answer them, Dr. Veatch presents cogent arguments in defense of the philosophy basic to the individualized program and provides clear instructions for setting the program up. She makes sensible suggestions, too, for equipping the classroom with the wide variety of books needed and instructs teachers in the more demanding role they will have to play if they decide to implement the program. Nowhere is it claimed that the program is a panacea or a sinecure. Rather, the author stresses the demands made on the pupil and the teacher but argues that the increase of interest and competency justifies them.

Part two consists of eighteen articles written by educators who have had experience with individualized programs of reading instruction. These articles will prove interesting to all teachers of reading and particularly helpful to those contemplating or using the self selection method.

A ten page appendix contains samples of records, book lists, and additional references related to individualized reading.

JOHN MCGECHAEN
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